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ABSTRACT

Developments concerning women in the workplace, the courts, and schools are reported. Among the issues related to employment are the following: female faculty members earn less in salary than males, despite receiving slightly higher raises than males; unemployment among women doctorates in the humanities is higher than that of males; age discrimination of the older women worker was found in a ten-city study. Additional areas that are covered include: statistical approaches to examine salary equity; equity issues that postsecondary institutions need to assess; sex bias, promotion, and tenure court cases involving female faculty members; a 1981 guidebook to employment legislation and regulations; sexual harassment lawsuits; publications providing information to students concerning sexual harassment; information on Hispanic women's organizations; conferences on minority women; women's studies programs; trends in women's choice of fields of study; women in graduate schools and medical schools; women in science; the establishment of national women's championships in sports; a 1981 women's sports scholarship guide; publications about women in Europe and South and Central America; fellowships, awards, and scholarships; resource materials on sex equity counseling and research; sex bias in testing; and women and the media. An insert is included on health services and Title IX of the 1972 Education Amendments, which prohibits sex discrimination in federally assisted schools and colleges. (SW)

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project on the status and education of **women**

ED200098

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on campus with women

Number 29 • Winter 1981

EMPLOYMENT

Academic Women:
More of them, But Still Less and Working Harder

Female faculty members average $4,000 less in salary than males, despite receiving slightly higher raises than males, according to a *Chronicle of Higher Education* survey on salaries for academic year 1980-81. The gap—between $24,402 for male and $20,106 for female faculty members—was generally larger at private colleges and universities than at public institutions. At research universities, men's salaries average 30 percent above those of women; at other universities granting doctorates and comprehensive colleges and universities, the difference is 20 percent as contrasted with a 9 percent discrepancy at less selective liberal arts colleges and public two-year institutions. Also varying by discipline, the gap between male and female salaries differs by 24 percent in the humanities, 25 percent in business and economics, only 8.6 percent in physical education, and a low of 6.6 percent in vocational education. Salaries also varied within each rank, with males again on top, with an 18 percent gap for instructors, 9.5 percent for full professors, 4.2 percent for associate professors and 7 percent for assistant professors. The study appeared in the December 8, 1980 issue of *The Chronicle.*

Humanities Ph. D Women Higher on Unemployment Scale Than Men

A recently released report, citing 1977 data, states that only 75 percent of the women humanities doctorates in the 1977 U.S. labor force held full-time employment as contrasted with 94 percent of men. Varying among the different fields, unemployment among women doctorates reached as high as nine times that of men in 1977, with minority women doctorates, like majority women, exhibiting much higher likelihood of unemployment or being employed only part-time than either minority or white males with equivalent degrees. The data is from a National Academy of Sciences (NAS) study on *Employment of Humanities Ph. D's* which is available free from the Commission on Human Resources, National Research Council, 2101 Constitution Ave., NW, Room JH 712, Washington, DC 20418.

Another NAS report, *Science, Engineering and Humanities Doctorates in the United States - 1979 Profile,* showed that the percentage of men (62.5 percent) holding tenured positions among academically employed science and engineering doctorates outstripped that of women at only 35.2 percent. Only 11.7 percent of men were on a non-tenured track in contrast to 24.8 percent of women. Over 30 percent of the women employed in the fields of physics, chemistry, environmental and biological sciences were on non-tenure tracks. This report is also available free at the above address.

Undergraduate Earnings:
Lower for Women and Minorities

Undergraduate women and minority students earned less than the average for college students in 1975, according to the National Center for Education Statistics (NCES). Whether or not they were financially dependent on their parents, almost four-fifths of all full-time undergraduate students worked, with financially dependent students averaging $1,673 earnings per year, independent students averaging $3,758. Full-time undergraduate dependent women students earned one third less than their male counterparts, and black dependent students averaged $1,415 in comparison to the $1,673 average for all dependent students. The data is from the *Survey of Income and Education* presented in a NCES Special Report of June 2, 1980. For further information write NCES, 400 Maryland Ave., SW, Presidential Bldg., Washington, DC 20202.

Major Economic Gains for Women:
A Mirage?

Some sobering economic statistics about working women appear in *Women at Work: Barriers to Economic Equality,* which reports little if any change in economic status for the majority of women in the last 25 years, with advancement limited to a few, select women. Estimates show women holding less than 1 percent of the directorships of top American corporations, below 1 percent of top management posts, and approximately 5 percent of all jobs in middle management. The report points out that diverse job titles and intricate job classification systems often obscure the similarities between the work which men and women do. Women are often given lower job categories while performing work virtually identical to that of men in higher categories. The report lists little change in percentages of women in various job categories over the past 20 years, with approximately half of all working women in the occupation of clerk, saleswoman, waitress or hairdresser. Sixteen percent of women are professional or technical workers but over half of these are teachers and nurses. Among managerial and skilled craft positions, percentages increased only 1 percent in the past score of years—from 5 percent to 6 percent for managers, from 1 percent to 2 percent among skilled crafts workers. The report is available at $4.50 from the Women Employed Institute, 5 S. Wabash, Chicago, IL 60603.

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COMMENTARY ON WOMEN IN MATH

Are boys better at math than girls? Findings recently reported by Johns Hopkins University researchers (Benbow and Stanley) would seem to indicate that this traditional view is, indeed, correct. However, the author of the following article cautions us in accepting this conclusion by pointing out some difficulties with the experimental design and assumptions inherent in the research. Reprinted with the permission of the author, Elizabeth K. Stage of University of California at Berkeley.

The recent report in *Science* magazine on sex differences in mathematical ability (1) and the associated news story (2) have received much attention in the popular media (3) and have caused considerable concern among mathematicians and educators. The article reports on a study which has taken place over the past eight years at Johns Hopkins University which has been conducting talent searches by administering the College Board's Scholastic Aptitude Test (SAT) to seventh and eighth graders. A large difference was observed in each of the six talent searches between the performance of the males and the females on the mathematical portion of the SAT (SAT-M) while no such difference was observed between males and females on the verbal portion (SAT-V). Since "boys and girls have presumably had essentially the same amount of formal training in mathematics," through the seventh grade, the researchers concluded that, "It is therefore obvious that differential course-taking in mathematics cannot alone explain the sex difference (they) observed in mathematical reasoning ability, although other environmental explanations have not been ruled out." (1, p.1263).

There are two problems with this inference, one in the assumption of equivalent instruction and the other in the portrayal of the differential course-taking argument which they purport to test. The difficulty with the assumption that there has been no essential difference in the formal training in mathematics is that it ignores a wealth of evidence on the differential treatment of boys and girls in elementary school, including the findings that girls receive less praise for correct answers than boys do (4), praise received by girls occurs randomly while boys are praised for participation in academic activities (5) and teachers sex-stereotype academic fields, making more academic contacts with girls in reading and with boys in math (6). From these findings, one would expect males to be participating at a higher level in school, particularly in mathematics.

The limitation of Benbow and Stanley's portrayal of the differential course-taking argument is that Fennema and Sherman, whose work is cited as an example of that argument, have never contended that differential course taking *alone* explained the performance differences between males and females in mathematics. The cited article, in which only students with the same math backgrounds are compared says, "The only high school with two significant sex-related differences in cognitive factors also showed the highest number of sex-related differences in affective factors, six out of eight. The very fact of variation from school to school in the occurence of sex-related differences on cognitive factors makes it less likely that the difference observed can be attributed to sex *per se*." (7. p.66) These researchers concluded their subsequent article, in which they examined students in middle schools as well, with the following statement: "The strong conclusion reached by the authors after two years of intensive study of sex-related difference in mathematics achievement of students in grades 6-12 is that when relevant factors are controlled, sex-related differences in favor of males do not appear often, and when they do, they are not large. When relevant variables were controlled, sex-related mathematics and other cognitive differences were few and of slight extent." (8, p. 201)

Benbow and Stanley admit that a possible criticism of their results is "that only selected mathematically able, highly motivated students were tested. Are the SMPY results indicative of the general population?" (1, p. 1264) They explain that lowering of the criteria of eligibility for the searches did not change the number of high scoring individuals. That fact does not, by itself, make the results representative of the general population. As they point out in the following paragraph, the question remains, "To what extent do girls with high mathematical ability opt out of the SMPY talent searches?" Unless and until they survey the pool of potential participants to find out who among them decides to participate and who declines, they cannot rule out the possibility that the most able females are deliberately choosing not to participate because they realize that the social consequences of such an activity will be negative (9).

A further shortcoming of the paper is highlighted in this sentence, "Our results suggest that these environmental influences are more significant for achievement in mathematics than for mathematical aptitude." (1, p. 1264) While the College Board encourages a distinction between achievement and aptitude in its testing program and the SAT is intended to test aptitude rather than achievement, it is not clear that the SAT is the most appropriate measure of aptitude or that seventh graders taking a test intended for high school students is the most appropriate sample. Further, test experts are questioning the distinction between aptitude and achievement tests, estimating as much as 60-75% overlap between the two constructs (10, p. 285). In fact, achievement and aptitude tests sometimes correlate as highly as their reliabilities, which set a maximum on the possible correlation (11, p. 401).

Finally, Benbow and Stanley favor the hypothsis that "sex differences in achievement and attitude toward mathematics result from superior mathematical ability, which may in turn be related to greater male ability in spatial tasks: They did not measure spatial ability themselves, but relied upon two sources. One of these (12) relies on studies now twenty or more years old, the other has been superseded by work that clearly voices objections to the "male superiority" hypothesis (13). Without a measure of spatial ability and with such questionable references, it is hard to see the basis for the spatial ability claim.

There are several reasons, then, for being cautious in interpreting the recent *Science* article. The authors make an unwarranted assumption of equivalent treatment of males and females in elementary school; they imply that disagreement with them is equivalent to agreement with a socialization-only hypothesis; they generalize from an unusual sample; they use an unusual aptitude measure for a seventh grade sample; they draw conclusions about spatial ability without having tested it. The data presented are limited to the observation that, on the average, males who responded to a talent search outscored females who responded to a talent search on the mathematical section of a test designed to predict high school students' college performance. Even if the result could be generalized, the observation obscures the substantial overlap of the distributions of scores on the test. Furthermore, few students, male or female, reach their potential in mathematical achievement. Research efforts should be directed at discovering ways to enhance the development of all students' mathematical reasoning ability and achievement.

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(Continued on page 15)

Women over Forty-Five:
Fastest-Growing Poverty Group in America

Women workers over forty-five comprise a group of over 14 million members of the American labor force who are on the way to becoming the "fastest-growing poverty group in America," according to a ten-city study conducted by Working Women, the National Association of Office Workers under a grant from the U.S. Catholic Conference. Considered "over the hill" at the same age at which most male executives are regarded as being in their prime, the women in the 45 to 54 age group earn only 54 percent of their male counterparts, and those re-entering the workforce after their childbearing years earn even lower salaries than they did following college graduation. Low-paying clerical and service jobs claim over 53 percent of working women age 35 and older. Of women working in private industry, close to 75 percent are currently not covered by pension plans, and whether they are covered or not, 90 percent of this group never see a penny of pension benefits, the study reports. The 30-page report, *Vanished Dreams: Age Discrimination and the Older Woman Worker,* is available prepaid from Working Women, National Association of Office Workers, 1224 Huron Rd., Cleveland OH 44115 at $4 for nonmembers and $3 for members. Inquire directly about bulk copies and rates.

Junior Women Faculty Describe
Second-String Self-Image

A survey of junior faculty at two northeastern universities reveals marked contrasts between male and female perceptions of job performance and attitudes toward academic work. According to the study, males perceived themselves to be above average in comparison with their colleagues and contemporaries, whereas females saw themselves significantly lower in comparison to others than males. Where males gave a fairly accurate appraisal of their rating as compared to others regarding publications, females underestimated themselves. While less than a third of the married males reported having no children, two-thirds of the married females were childless. Work-related activities at home claimed more time of female than male junior faculty members. Females were also less willing to cancel classes than their male counterparts. Males were more likely to write books or journal articles, females more likely to edit them. The study, "Performance, Attitudes, and Professional Socialization of Woman in Academia" by Cathy Spatz Widom and Barbara W. Burke, was reported in *Sex Roles,* Vol. 4, No. 4, 1978. For further information write Widom at the Department of Psychology and Social Relations, Harvard University, 33 Kirkland St., Cambridge, MA 02138.

Stanford MBA?
It Still Helps If You're White and Male

Earnings of 1973-75 graduates of the STANFORD UNIVERSITY School of Business (CA) showed a significantly greater increase for white males than for minority males and all females three-to-five years after graduation. Despite essentially equal earnings at the time of graduation ($17,450 for white males, $16,000 for minority males and all females in 1973), by 1978, salaries had jumped to $38,300 for white males and $33,000 for minority males, but only to $30,000 for females.

While white and minority males were equal in reaching managerial positions within five years of graduation, women were more likely to hold positions as staff administrative assistants. Complete findings, which are reported in Research Paper No. 558, may be obtained by sending $2 per copy to Tedre Bautista, Research Papers, Graduate School of Business, Stanford, CA 94305.

Depressed Market for
Female Economists in Academe

A recently published report on the current status of women economists reveals greater professionalism, greater diversity and a higher research orientation among this group than is commonly believed to be the case. Yet the status of women economists remains at a low ebb in the academic world, and is particularly so at the prestige universities.

The report utilizes data from the Committee on the Status of Women in the Economics Profession roster, a pool of 1,705 women economists representing about 10 percent of the total membership of the American Economic Association. Of this number, 90 percent of the nonstudents are working full-time, 90 percent have advanced degrees, 50 percent have doctorates. Over a third have published one or more articles, or books. Almost 75 percent are in a primary field of economic specialization other than the manpower, labor and welfare fields generally concerned with women's issues, thus belying the commonly held view that most women economists focus on women's interests. Half the women in the roster have pursued careers in academe—nearly twice as many as had previously been supposed. Despite these statistics, the proportion of women in high level faculty positions has declined in relation to that of men, both at major universities and at all institutions combined. Copies of the report are available free while supplies last from The Committee on the Status of Women in the Economics Profession, c/o Elizabeth E. Bailey, Member, Civil Aeronautics Board, 1825 Connecticut Ave., NW, Washington, DC 20428.

What Determines Whether You Win
Or Lose Is How You *Explain* The Game

A study on work success and the sexes suggests that it is not sex differences themselves, but rather, the different *reasons* arising from sex differences given to explain their success, which result in unequal treatment of equally successful men and women. The authors point out that the job success of a woman is generally attributed to factors other than capability, and that it is because of this that "her work success, which is inconsistent with expectations about women as a group, can be integrated in a manner that allows the original expectation of ineffectiveness to prevail." The investigators asked subjects to rate the appropriateness of a number of personnel actions, and to indicate their preference among them for each of four male or female employees, whose work success was attributed to different causes: luck, effort, task difficulty, or ability. Results confirmed the hypothesis that causes to which women's work success was generally attributed (luck, effort, or task difficulty) as compared with the reason typically used to explain the success of males (ability), led to tendencies to grant fewer and less desirable organizational awards to women than to men. The investigators discuss implications of this finding for both organizational practices and future research. The study, "The Perceived Cause of Work Success as a Mediator of Sex Discrimination in Organizations" by Madeline E. Heilman and Richard A. Guzzo, is reported in *Organizational Behavior and Human Performance* 21, (1978), pp. 346-357.

Rock-A-Bye Baby,
On the Desk Top

Professional women faced with the choice between career, motherhood, or the "superwoman" position (which adds the supermother role to an already full professional life) may take heart from associate professor Susan Philliber's solution for the first months of her daughter's life. With the support of her husband, also a professor, who shares baby-care duty in his own office, and of her colleagues at the Center for Population and Family Health of the COLUMBIA UNIVERSITY School of Public Health (NY), Philliber has tentatively worked out a "manageable integration" of career and motherhood following the birth of her second child in April. In the Summer 1980 issue of *Columbia,* the magazine of Columbia University, Philliber describes her temporary solution to the "working mom" problem, and the dilemmas and delights of having a resident baby in the office.

University of New Hampshire Hiring Handbook

Faced with statistics revealing that little progress had been made in increasing the number of women faculty members, the administrative conference of the UNIVERSITY OF NEW HAMPSHIRE asked the University's Women's Commission for specific suggestions on adding women to faculty ranks. The Commission's response to that request is a 55-page document, *The University of New Hampshire President's Commission on the Status of Women Hiring Handbook*, which represents the committee's proposals for "improving women's chances at every stage of the hiring process, from defining the position to making the final offer." Sections of the handbook describe position vacancy, advertising and recruitment, screening, interview, and final decision and job offer. Appendices include a sample advertisement and listings of journals, magazines and newsletters, professional women's groups, and national and regional referral sources for women. A useful model for those on both sides of the hiring process, the handbook is available at $5 prepaid from the President's Commission on the Status of Women, 203 Batcheller House, University of New Hampshire, Durham, NH 03824.

The New Vital Statistics For Women

The following statistics are reprinted from Federally Employed Women (FEW) *News and Views*, September/October 1980.

- 51% of the population is female.
- 1% of women hold top jobs.
- 97.6% of all secretaries are female.
- 94.2% of all typists are female.
- 1% of all registered apprentices are female.
- 4.8% of employed women earn $10,000 to $15,000 a year, versus 22% for men.
- % of all multiple job holders are women.
- 40% of mothers with children under the age of 6 are working.
- 7% of American families have working daddy, dependent mamma, and two children.
- 51% of all working women are married.
- 74% of all husbands default in the first year of court-ordered child support.
- 50% of widows and single women exist on poverty-level incomes.
- 60% of all working women are clerks, saleswomen, waitresses and hairdressers.
- 84% of all children whose mammas must work can find no government-licensed day-care places.
- 36% of all black families, 21% of all Hispanic families, and
- 11% of all white families are headed by women.
- 50% less income is earned by women who head families than by males who head families.
- 59%. For every dollar a man earns, a woman earns 59 cents.
- 5.8%. A nurse with 14.2 years of education earns 5.8% less than a deliveryman.
- 38%. A secretary with 13.2 years of education earns 38% less than a truckdriver with 9.0 years of education.
- 2%. Female wage increases dropped in 1977 from 7.8 to 5.8%.
- 2% of all board of directorships are held by women.
- 40%. For every salesman's dollar earned, a saleswoman earns 40 cents.
- 3%. 4,173,000 men working in the private sector earn $25,000 a year. 140,000 women earn that much—or .3%.

Dual Career Families: A Bibliography

Catalyst, a New York-based information and resource center offering career guidance for women, has recently compiled *Two-Career Families: A Bibliography of Relevant Readings*. This annotated and indexed listing of materials about two-career families covers issues such as economic trends and forecasts, childcare, sociological research, and corporate practices and policies. The 424 entries have been culled from a broad range of sources as diverse as the *Journal of Political Economy*, *American Journal of Psychiatry*, *Journal of Marriage and the Family*, *Annals of the New York Academy of Sciences*, *Dun's Review*, *Fortune* and *International Management*. Books and newspaper articles are included as well. The 125-page volume can be ordered at $10 from Catalyst, 14 E. 60th St., New York, NY 10022.

AFFIRMATIVE ACTION

On the one hand:
WEAL Charges Harvard's Kennedy School with Discrimination

A complaint filed with the Department of Labor by the Women's Equity Action League (WEAL) charges HARVARD UNIVERSITY's John F. Kennedy School of Government (MA) with failure to recruit women and minorities for its faculty. During the academic year 1979-80, the school had no minorities, two women lecturers, one woman assistant professor, and no tenured women among its 47 faculty members, according to the complaint. In addition, the group charged the Kennedy School with failure to maintain lists of women and minorities eligible for positions, to contact professional associations for aid in hiring women and minorities, and to use advertising media which would reach these groups. The school could lose close to $1.5 million in federal contracts if found to be in violation of Executive Order 11246 which prohibits contractors from discriminating in employment.

On the other hand:
Harvard Launches New Faculty Recruiting Effort

To recruit more minorities and women, HARVARD UNIVERSITY officials, including faculty and administrators will be canvassing scholars across the country for recommendations of promising minority and female candidates for faculty positions. The new plan will affect only the arts and sciences faculty, which comprises 683 faculty members, 7.6 percent of which are minorities, 13.6 percent women. In addition, the school will also endeavor to create posts for qualified minority and women scholars if none are available, and will consider offering special programs to help women and minorities complete their doctoral studies as quickly as possible by allowing them to devote one or two years exclusively to their doctoral work, which is often delayed by teaching and other academic commitments.

Research Universities Criticize NIH Queries on Affirmative Action

Seven general questions, which the National Insitutes of Health (NIH) are now asking the universities to which they award contracts, have provoked controversy from some of the grant recipients. A number of university representatives contend that the questions, which concern the institutions' overall affirmative action plans and the hiring practices of individual departments or units, not only duplicate information gathered by other government agencies but also encroach on the jurisdiction of the Office of Federal Contract Compliance Programs in the Department of Labor. The department has, since October 1978, held overall responsibility for the enforcement of Executive Order 11246, which bars job discrimination by federal contractors.

While some scientists express concern over their ability to answer the affirmative action questions, Maureen Miles, NIH grants and contracts compliance officer, states that the agency

wants them to be aware of both their institution's and their own responsibilities since they are in the position to do the hiring and firing. NIH, she reports, wants to give contractors technical assistance to avoid legal proceedings which might ensue from noncompliance with affirmative action guidelines.

Another government agency giving increased attention to the affirmative action status of its contractors is the Department of Energy (DOE), which recently requested four copies of its fiscal year 1981 action plan from one midwestern university. The regional office of DOE stated in its request that, "while equal opportunity/affirmative action compliance responsibility rests with the Office of Federal Contract Compliance Programs, DOE retains a responsibility to promote [the activities] and to assess performance."

Statistical Approaches
To Salary Equity

Studies of salary equity and career equity in higher education often utilize linear statistical models in order to examine the disparities between sexes or races and to identify the individual women or other minority persons who are apparently underpaid or underpromoted in contrast to white males having similar experience and ability.

In her six-page paper, *Linear Models and the Law: Uses and Misuses in Affirmative Action*, Elizabeth L. Scott of the UNIVERSTIY OF CALIFORNIA, BERKELEY, briefly reviews the uses and some of the more prevalent abuses of these statistical models and describes appropriate remedies. Copies of the article are available free while supplies last from Statistics, University of California, Berkeley, CA 94720, Attn: Elizabeth L. Scott. (An earlier paper co-authored by Scott on the use of regression methodologies in identifying salary inequities was reviewed in *On Campus with Women* 27, Summer 1980.)

A different approach to the detection of sex bias in faculty salaries is the use of multiple regression analysis. This statistical method is assessed in *Salary Equity: Detecting Sex Bias in Salaries Among College and University Professors* (1979), edited by Thomas R. Pezzullo and Barbara E. Brittingham. The text is divided into three sections. In the first, "Using Multiple Regression to Detect and Estimate Sex Bias in Salaries," the editors offer a brief historical and methodological perspective, Barbara Tuchman elucidates a national study of the academic reward structure, and others discuss related aspects of the multiple regression model. Tuchman discusses studies identifying those academic activities rewarded most (publishing, administration) and least (teaching) and the long-term effect of such studies on faculty. Part 2, "Case Studies in Salary Equity at Representative Institutions," discusses experience at public institutions; Part 3 offers "Some Dissenting Views on Multiple Regression and Statistical Analysis."

The interdisciplinary viewpoint (economics, education, management and psychology) maintained by the contributors make this volume useful, along with the Scott article, to faculty, administrators, institutional research personnel and public policy analysts, particularly those planning to launch a salary equity study. The 162-page book may be ordered at $15.95 plus postage from D.C. Heath and Co., 125 Spring St., Lexington, MA 02173.

Equity Issues:
Self-Analysis for Institutions

A comprehensive portrayal of the issues of equity in postsecondary educational institutions concerning both students and institutional employees appears in *Equity Self-Assessment in Postsecondary Education Institutions*, a research report of the National Center for Higher Education Management Systems. Designed to help institutions develop initiatives regarding equity issues, this 131-page document presents means of identifying target populations or individuals, structuring administrative analysis and response to equity problems, and identifying major equity issues commonly encountered at the college and university level. A general framework to aid administrators is followed by examples of analyses as guides to equity reviews. Also included is an extensive bibliography of over 650 entries covering legislation; regulations; court decisions; general information on discrimination, including discrimination against women, minorities and racial/ethnic groups; reverse discrimination; specific information on such topics as age, religion, and the handicapped; student-related issues regarding access to education and programs; and employee-related issues. Copies are available at $5.50 each from the National Center for Higher Education Management Systems, P. O. Drawer P, Boulder, CO 80302.

Uncompliant Compliance:
Title IX Tactics

Information on Title IX of the Education Amendments of 1972 as well as strategies for organizing for campus compliance are outlined in the U.S. Student Association publication *Target Report No. 18: Title IX*. Adapted in part from *Entitled to IX: A Student Guide to Organization for Equality*, (written by the same authors) and funded by the Women's Educational Equity Act, U.S. Department of Education, the paper defines sex discrimination, explains Title IX and describes tactics such as coalition-building and other actions. Regional civil rights directors and national women's organizations are also listed. The report is available at $2 prepaid with self-addressed stamped envelope from USSA, 1220 G St., SE, Washington, DC 20003, Attn: Sharon Lenoir-Spurling.

IN THE COURTS

Illinois State Told To
Rehire Woman Teacher

A U.S. District Court last fall ordered ILLINOIS STATE UNIVERSITY to rehire a woman teacher who had claimed sex discrimination in being repeatedly passed over for permanent positions, on the basis that loss of her university affiliation would "irreparably" harm her publishing career. Judge J. Waldo Ackerman claimed that such damage to the teacher's professional reputation, together with the discrimination charges, merited immediate reinstatement rather than the delay which would result from a potentially lengthy trial. Although future hearings could overturn the preliminary injunction, Ackerman said that the sociologist had "begun to receive national recognition for her work and loss of institutional affiliation would damage her professional reputation."

The woman, assistant sociology professor Brenda Griffin, had alleged that the sociology department chairwoman, in recommending that Griffin be demoted to a part-time position, stated that no woman could simultaneously handle a full-time job and a family. Griffin and assistant psychology professor Margaret Waimon, were also encouraged to proceed with a class action discrimination suit against the university, claiming that the institution attempts to keep women from gaining tenure by using temporary and part-time teaching positions.

University of Georgia:
Affirmative Action/Academic Freedom

James A. Dinnan, a professor at the UNIVERSITY OF GEORGIA, who went to prison rather than comply with a federal court to disclose how he voted concerning the promotion and tenure of a female faculty member, is the focus of a national debate over the limits of academic freedom. The case centered around charges by Maija Blaubergs, a former assistant professor, that the university was in violation of Title VII of the Civil Rights Act of 1964 because she had been denied promotion and tenure on the basis of her sex.

Blaubergs' attorney requested six of the nine members of the tenure committee to give depositions on how and why they voted

as they did. Five of the members complied, but Dinnan refused on the ground that this was confidential information protected by university policy and the Constitution. He was then ordered to disclose this information by the presiding U.S. District Court judge, or face contempt of court charges. As a result of his refusal he was sentenced on July 3, 1980 to a three-month term.

He has appealed his case, but it may be two years before the court decides the outcome. The case represents a clash between those who believe that the courts should not intrude into university employment and that confidentiality is necessary for fair decisions, and those who believe that secrecy about tenure decisions will leave women and minorities without legal recourse to protect their employment rights.

Sex Bias Cases:
Virginia, New Jersey

The COLLEGE OF WILLIAM AND MARY (VA) has been ordered by a U.S. District Court to award $72,000 to a former basketball coach who sued on the basis of sex and age discrimination. The case involved a part-time woman coach who claimed that her duties were similar to those of the full-time male coach. The college will appeal the decision, which found that the coach was paid less than the male coach.

In another sex bias issue, an arbitrator accused STOCKTON STATE COLLEGE (NJ) of sex discrimination last December in refusing tenure and reappointment to Jeanne-Andree Nelson, former assistant professor in the college's literature and language program. College officials had explained their rejection of her application by the fact that seven of the nine positions in the program were held by already tenured faculty. However, the arbitrator citing a trustee resolution which holds that a set number of tenured positions should not limit affirmative action designed to redress previous sex discrimination, ordered the college to review its denial of tenure in the present case.

Federal Contractors Subject to Private Suits

A federal district court has ruled that federal investigators in Illinois may be sued for failure to implement affirmative action plans. Citing an Illinois state law allowing those who directly benefit from contracts as well as those who sign the pact to bring suits related to the contract, Judge Marvin Aspen of the U.S. District Court for Northern Illinois noted, however, that without such a state law there is no right to private action under Executive Order 11246. (Executive Order 11246 requires affirmative action of federal contractors.) The decision on the case, which involved a former employee of the International Harvester Company who claimed that he was terminated because of his race, was that the employee may not sue his employer directly under Executive Order 11246, but may sue for alleged violations of his rights as a third-party beneficiary to a contract between the employer and the federal government.

While such third-party statutes are found in most states, the Illinois court may be the first one to extend the third-party theory to the executive order. [*Manuel v. International Harvester Co.*, 23 EPD 1477, (July 16, 1980) and (August 22, 1980).]

Court Admits Affirmative Action Plans as Evidence of Bias

The Supreme Court in October 1980 affirmed a ruling by a Cincinnati, Ohio federal appeals court admitting affirmative action plans, designed by government contractors to alleviate discrimination, as evidence of bias in civil rights lawsuits. The Supreme Court's refusal to hear the case of *Keco Industries, Inc. v. Equal Employment Opportunity Commission* (EEOC), in which the Ohio manufacturer was charged with sex discrimination, may have consequences for other companies and institutions subject to federal anti-discrimination laws. The Court of Apeals for the Sixth Circuit had ruled that an affirmative action plan acknowledging the "underutilization" of women and minorities may be considered part of a "sworn record" to be used in court. The opposition counsel warned that the consequences of such a decision would be that "any employer in the future who voluntarily files an affirmative action program in good faith with the government will do so at the peril of being sued for alleged past discrimination based upon such documentation." EEOC maintained that companies had no right to withhold such information from the courts.

FEDERAL UPDATE

New York Insurance Department Throws Monkey Wrench At EEOC and TIAA-CREF

The New York State Insurance Department turned down a proposal for a unisex mortality table to be used by the Teachers Insurance and Annuity Association and the College Retirement Equities Fund (TIAA-CREF). EEOC and TIAA-CREF had been ordered by a N.Y. federal judge in 1979 to work out a compromise after he ruled that the use of separate mortality tables for men and women violated Title VII of the Civil Rights Act of 1964 (Title VII prohibits employment discrimination).

The decision of the New York State Insurance Department took TIAA-CREF and EEOC by surprise. Thirty states had already approved the new table which would equalize benefits based on premiums paid after its implementation, although it would not change unequal payments currently paid to retirees, or future benefits based on previous premiums. Because New York State is the "home" state of TIAA-CREF the decision renders moot that of other states to accept the table.

The request for the unisex table marked the first time that any American insurance company planned to convert its annuity program to the sex-neutral basis required by the EEOC guidelines.

Once effected, the more than 180,000 women who are now paying premiums to TIAA-CREF would purchase annuities which raise their guaranteed benefits to the male level, without any increase in premiums for either women or men. Future annuitants, men and women, would pay equal premiums for equal benefits. Currently, women who elect a single life annuity receive on retirement smaller monthly checks than men who were identically situated in terms of age and amount of premium paid.

The N.Y. rejection probably means additional litigation. Furthermore, EEOC and TIAA-CREF have also reached an impasse on the issue of prior benefits, which would remain unchanged. EEOC is expected to litigate the issue, their contention being that if benefits, based on past premiums, are not equalized, TIAA-CREF will be paying lower benefits to women, as opposed to identically situated men, for another 50 or 60 years.

Executive Order Centralizes Civil Rights Enforcement Under Department of Justice

On November 3, 1980 President Carter issued an Executive Order centralizing enforcement of civil rights laws governing federal programs, including education. Under the order, the Department of Justice is now empowered to coordinate enforcement of discrimination laws in education programs receiving federal assistance. The order also makes the attorney general responsible for eliminating conflicts of enforcement, overseeing investigative activity and centralizing recordkeeping. Previously responsible for coordinating enforcement for Title VI of the Civil Rights Act of 1964, barring racial and ethnic discrimination, the Department of Justice will now also be responsible for Title IX of the Education Amendments of 1972, barring sex discrimination in education programs receiving federal aid, and Section 504 of the Rehabilitation Act of 1973, which bars discrimination against "otherwise qualified" handicapped persons in federal programs.

Prior to the order, all federal departments formulated their own regulations enforcing Title IX or Section 504. The Executive order appears in the November 4, 1980 *Federal Register*.

Berkeley Compromise Averts Loss of $25 Million in Contracts

On October 3, 1980 the UNIVERSITY OF CALIFORNIA, BERKELEY, agreed to release documents requested by Department of Labor (DOL) investigators. The agreement came only one day before an order barring the university from federal funds, amounting to $25 million, would have gone into effect. Secretary of Labor Ray Marshall had issued this order in September under Executive Order 11246, stating that the documents were essential to the department's investigation of suspected bias in recruitment, hiring and promotion of faculty members. (The Executive Order prohibits federal contractors from discriminating in employment.)

The dispute began in February 1978 when the Department of Health, Education and Welfare's Office for Civil Rights (OCR) conducted a pre-award compliance review for a contract between the university and the Navy. The school refused to give OCR raw evaluative documents but instead offered to provide the government with information about what the documents contained. The government filed an administrative complaint against the school in summer 1978. Last year Administrative Law Judge Thomas Schneider ruled that "candor is essential for (both) affirmative action and peer review," and said that investigators should be allowed to take notes of all records. Both Berkeley and DOL's Office of Federal Contract Compliance Programs appealed the ruling to Marshall.

University officials feared that release of copies of confidential faculty evaluations and other employment records might become federal agency records subject to public disclosure under the Freedom of Information Act (FOIA). The university contended that such disclosures could prevent frank appraisals of candidates for faculty posts, and could breach the privacy of the internal review process for hiring and granting promotions. To allay these fears, the consent decree was signed in October allowing federal investigators to make and remove copies of these documents on the condition that they will be kept confidential while in the possession of the government, unless a judicial order requires them to be released to the public.

Secretary Marshall stated that DOL would issue regulations to exempt faculty review records from mandatory disclosure under FOIA, and would instruct all personnel to keep the records confidential. However, it may be as long as a year before final regulations can be promulgated, according to DOL officials.

Boston University's Freedom of Information Request Upheld by Court

The National Labor Relations Board's (NLRB) refusal to release information deleted from affidavits taken while they investigated charges of unfair labor practices against BOSTON UNIVERSITY (MA) was overruled by the U.S. District Court of Massachusetts, which ordered NLRB to release the information to the university's trustees. NLRB based its refusal on the grounds that the data requested was not covered by the Freedom of Information Act, arguing that such disclosure would interfere with enforcement proceedings and deter future witnesses from making candid statements to Board investigators regarding alleged improper practices by their employers.

Guidebook to Employment Legislation and Regs

The *1981 Guidebook to Fair Employment Practices* details the numerous federal laws and regulations concerning discrimination in employment indicating how they apply to employers, labor unions and employment agencies, and how they affect decisions in the employment setting. The Guidebook gives summary references to the various types of discrimination prohibited by fair employment regulation, and sets out legal bases for the different types of discrimination bans, indicating how and when each applies to employment in private industry, in governmental sectors, or to both. It describes circumstances in which employment decisions may be regarded as unlawfully discriminatory, and gives references to allowable exceptions. A separate discussion on affirmative action indicates the authority for such action and procedures for compliance with affirmative action rules. The 180-page indexed booklet is $3 for a single copy (bulk rates available) from Commerce Clearing House, Inc., 4025 W. Peterson Ave., Chicago, IL 60646.

SEXUAL HARASSMENT

Yale Lawsuit Dismissed

The lawsuit filed by YALE UNIVERSITY (CT) women students who alleged harassment by male professors, was dismissed last fall by the U.S. Court of Appeals for the Second Circuit. The three-year old case had begun with a student who contended that a male professor had lowered her grade because she refused his advances. On appeal she was joined by four other students, one of whom claimed that she was forced to submit to sexual intercourse by an instructor and ultimately had to drop out of her chosen field because of sexual intimidation. A unanimous decision by a three-judge court panel maintained that the plaintiffs had not proved that they had suffered by being denied educational benefits. Four of the complaints were also considered moot since the women had already graduated. However, of even greater significance than the women's graduations, the court stated, were Yale's assurances that it had adopted grievance procedures for hearing such complaints. The ruling held that "We have no reason to doubt that the procedures now in effect will tend to alleviate the 'atmosphere of inequality' alleged by plaintiffs in this suit. Thus, it appears that the major relief sought in this suit has already been granted."

Dean Charged with Sex Offense

Found guilty of "fourth degree" sexual assault against two female university employees, a dean at the UNIVERSITY OF WISCONSIN, EAU CLAIRE, pleaded no contest, resigning from the deanship but continuing to teach as a tenured professor of speech. The charges, filed by police under a two year old Wisconsin law prohibiting sexual touching without consent, were based on complaints by a faculty member and a secretary that the dean, in separate incidents, had attempted to kiss them and touch their breasts. Classified as a misdemeanor, the offense is punishable by a fine of up to $10,000 and nine months imprisonment.

University of Rhode Island Studies Campus Sexual Harassment

Assessment of Sexual Harassment Within the University of Rhode Island Community, a 39-page report of an investigation by the assessment task group of the university's sexual harassment committee, examined harassment experiences of students, faculty and staff, as well as sexual assault.

Respondents cited 68 cases of "sexual intimidation" on campus which happened to someone else and about which they had personal knowledge. Nine women and two men reported experiencing sexual intimidation themselves. Of the 927 respondents to the university-wide survey, 172 cited one or more cases of sexual assault which they knew to have occurred on campus to someone other than themselves. Thus 13 percent, or one out of every eight contacted by the investigators, knew at least one person who had been sexually assaulted on campus. Both men and women reported more assaults off campus than on, with the risk being considerably greater for men when they were outside the university environs.

One of the results of the survey pointed to the divergent attitudes between men and women on the general issue of sexual harassment. Responses to 11 attitudinal statements showed men to be more tolerant of sexual harassment, women to be less so, in

every case. The survey, with cover letter, and a copy of the Rhode Island General Assembly's amendment 11-37 on sexual assault are appended. Single copies are available at no charge while supplies last from Bernice Lott, Department of Psychology, University of Rhode Island, Kingston, RI 02881.

Sexual Harassment Resources Available

A number of state universities have published pamphlets or brochures alerting students to their options in confronting sex discrimination or harassment. Providing the students with practical suggestions, the materials also serve as a warning to faculty and administrators that such behavior is not condoned by the university. Two recent examples are the brochure endorsed and distributed by the UTAH STATE UNIVERSITY Committee on the Status of Women, and a flyer distributed by the Provost's office at MICHIGAN STATE UNVIERSITY. Copies may be obtained free from the Women's Center for Life Long Learning, U.M.C.01, Utah State University, Logan, UT, 84322 and the Office of the Provost, Administration Bldg., Michigan State University, East Lansing, MI 48824.

An additional resource is *University Grievance Procedures, Title IX and Sexual Harassment on Campus.* Published in 1980 by the Alliance Against Sexual Coercion (AASC), the 29-page booklet provides suggestions and guidelines for setting up systems for the resolution and redress of sexual harassment complaints, a clarification of the relationship of such procedures to Title IX and the Office for Civil Rights, and information on how to utilize the legislation as well as its enforcing agency more effectively. Two appendices describe how to file a case and list regional addresses to which complaints should be sent. The booklet may be ordered for $4 from the Alliance Against Sexual Coercion, P.O. Box I, Cambridge, MA 02139. Bulk rates are available for orders of 10 or more.

An earlier (1979) AASC publication, *Fighting Sexual Harassment: An Advocacy Handbook,* is specifically aimed toward those in social service positions. Offering training in how to recognize when women seeking assistance are undergoing sexual harassment, the brochure provides guidelines for dealing with this situation. Nine brief chapters outline definitions, staff training suggestions, legal options and the like, and are followed by six appendices covering survey results on the extent of sexual harassment, sample client intake sheets, evaluations, survey forms, and an EEOC complaint form. The 76-page document, which concludes with suggestions for further reading, may be ordered at the above address for $3.50. An updated paperback edition is expected to be available in February 1981 at $4.75.

Sexual Harassment in Employment: Legal Perspective for University Administrators, by Darrel Long Tillar of the Center for the Study of Higher Education, UNIVERSITY OF VIRGINIA, discusses sexual harassment in historical perspective, and describes the development of legal thought and remedies for harassment in employment settings. The paper includes specific examples and suggestions for modifying employer and co-worker attitudes and practices to meet the requirements of the EEOC's sexual harassment guidelines. It should be helpful not only to chief executive officers, but also to faculty, deans, chairpersons and other supervisory personnel. The essay, Occasional Paper Series No. 8, is available at $2 per copy from the Center for the Study of Higher Education, Curry Memorial School of Education, 405 Emmet St., Ruffner Hall, University of Virginia, Charlottesville, VA 22903.

Another resource on sexual harassment intended for a variety of audiences is the *General Resource Materials* list published by the Working Women's Institute. The over 30 articles listed include reprints from academic, business and legal publications, popular magazines, and unpublished papers. Reprints of the articles are available from the Institute. The list itself may be obtained by sending a self-addressed stamped envelope to Working Women's Institute, 593 Park Ave., New York, NY 10021.

MINORITY WOMEN

NIE Conferences:
Views from Five Minority Groups

A six volume set of proceedings from the 1975-78 NIE-sponsored conferences on minority women is now available from the National Institute of Education. Soliciting the views of Black, Hispanic-American, Asian-Pacific-American, American Indian and white ethnic women, the conferences focused on identifying factors contributing to the poor position of minority women in education and employment. The wide range of topics presented in the papers included such subjects as health, economic issues, media, career-change, equity, child care, socialization, interaction of culture and sex roles, political involvement, educational leadership, impact of professional schools, organizing for political and social action, children, family roles and identities, family status and the role of learning.

The volumes, entitled *Conference on the Educational and Occupational Needs of Black Women* (2 vols.) (*Hispanic Women, American Indian Women, Asian-Pacific-American Women,* and *White Ethnic Women* 1 vol. each) may be obtained free either singly or as a set (in which case each volume title must be listed individually) while supplies last. Send a request with a mailing label to Women's Research/Social Processes Team, Mail Stop No. 7, Program on Learning and Development, National Institute of Education, 1200 19th St., NW, Washington, DC 20208.

Hispanic Women's Organizations Listed in Guide

Detailing the network of organizational resources available to the Hispanic community, *A Guide to Hispanic Organizations* is a

Conferences on Minority Women

Women's Studies Conference

The National Women's Studies Association will hold its third annual convention, "Women Respond to Racism," at the UNIVERSITY OF CONNECTICUT, Storrs, May 31-June 4, 1981. Contact NWSA Convention Coordinators, U-181A, University of Connecticut, Storrs, CT 06268, (203) 486-4310.

Minority Women in Academe

Minority women in academe will be the subject of a conference sponsored by the Great Lakes College Association's Women's Studies Program early next fall. Scheduled for October 10-11, 1981, "Women of Color, Feminism, and the Academy" is open to students, faculty and administrators and will include discussions of topics related to minority women in administration, affirmative action, student support services, alienation and isolation, and faculty development. A bibliography and related curricular materials will be available. For more information write Beth Reed, GLCA Women's Studies Office, 220 Collingwood, Suite 240, Ann Arbor, MI 48103.

Proceedings of last fall's GLCA Women's Studies Conference, "Toward a Feminist Transformation of the Academy," are available at $5 from the same address.

Black Women and Work

The Association of Black Women in Higher Education will hold its third annual conference on May 6, 1981 at NEW YORK UNIVERSITY. The Conference, "Black Women and Work: Perspective for Eighties," will include research papers, workshops and information sessions. For information write Jacqueline A. Kane, 30 Limerick Dr., Albany, NY 12204.

comprehensive list of national, state and regional Hispanic organizations, in operation at the close of 1979. The guide includes both profit-making and non-profit Hispanic organizations in the United States, and lists address, telephone, and principal officials; gives a brief history and description; sources of support; publications; membership dues; and, where possible, date and place of annual convention. Also included are women's groups such as the Mexican-American Women's National Association (MANA), the Comision Femenil Mexicana Nacional, Chicana Forum, National Chicana Foundation, National Association of Cuban-American Women, Inc. National Association of Spanish-Speaking Spanish-Surnamed Nurses (NASSSSN), and National Conference of Puerto Rican Women. Free copies may be obtained by contacting the Philip Morris U.S.A. Public Affairs Department, 100 Park Ave., New York, NY 10017

WOMEN'S STUDIES

University of Michigan Students Rally to Save Women's Studies

Despite a strongly favorable report following a standard academic review of the Women's Studies Program at THE UNIVERSITY OF MICHIGAN in fall 1979, steps taken by the College of Literature, Science and the Arts' Executive Committee threatened to eliminate women's studies as a major as well as cutting drastically the number of courses offered. The threat resulted from the college's recently adopted policy of prohibiting graduate teaching assistants (TA's) from teaching upper level classes—a policy which, although intended to upgrade the overall quality of education at the university, would eliminate much of the women's studies curriculum.

Because there were no plans to increase funds for the program, the reallocation of TA salary dollars to the higher salaries of a few professors would foster the demise of half the courses offered as well as relegating women's studies to the status of a minor. The program has no faculty of its own, all courses being taught by TA's or professors "on loan" from other departments.

On April 16, 1980 the Coalition to Save Women's Studies organized a rally at the university. Over 600 students gathered to protest the proposed changes in the program's curriculum, 37 campus and community organizations endorsed the effort, and close to 4000 people supported the protest by signing a petition circulated by the coalition.

Subsequently, the college has made a public commitment to preserve women's studies as a major, agreeing to fund curricular development and hiring a half-time associate director for the program. Additionally, the committee recently obtained funding for one half-time position. Discussions are underway to provide a second half-time position as well as to provide release time for faculty to work on curriculum.

Denison Requires Course in Women's or Ethnic Studies

DENISON UNIVERSITY (OH) now requires that each student in its general education program take at least one course, in either ethnic or women's studies, on the causes and effects of discrimination. These requirements are seen as heralding increased institutional commitment to the field of women's studies, which on many campuses, still struggles for recognition as a legitimate academic pursuit. From a mere handful in 1970, the number of women's studies courses across the nation has burgeoned to over 20,000 in the past decade, estimates Florence Howe, editor of the *Women's Studies Newsletter* and professor of humanities at the State University of New York College at Old Westbury. The National Women's Studies Association reports an almost threefold increase in formal women's studies programs over the past six years—from 112 in 1974 to 325 at present.

Faculty Development for Women's Studies

A three semester Faculty Development Seminar for faculty involved in women's studies at the CLAREMONT COLLEGES (CA) is focusing on ways of encouraging autonomy, creativity and excellence in women, despite cultural barriers to such achievement. Sponsored by the Claremont Colleges Intercollegiate Women's Studies Coordinating Committee and funded in part by Mellon Foundation grants for faculty development, the seminar is exploring some of the central questions in relation to women's development, specifically, the different forces which enhance or inhibit women's achievement. The seminar's ultimate aim is to develop educational strategies designed to overcome the forces which impede women's progress in the direction of leadership and self-definition.

The seminars are led by individuals from the Claremont Colleges as well as other academic and professional communities. Participation is limited to approximately 25 faculty members representing diverse disciplines within the Claremont College system.

Women's Studies in Wisconsin: A New Who's Who

A new directory, *Women's Studies in Wisconsin: Who's Who and Where*, has recently been compiled by the members of the Office of the Women's Studies Librarian-at-Large, University of Wisconsin System. Under its mandate to disseminate information about women's studies resources in Wisconsin, the office has prepared an extensive listing of nearly 500 people in the state who are teaching women's studies courses, developing women's studies library collections, running women's resource centers, and planning programs about women-related issues. The alphabetical listing includes home and work addresses and telephone numbers; area of specialization; and current research or subjects of particular interest in women's studies. Resource persons are listed in three indices by geographic locale, by occupation, and by area of specialization. (The directory supplements *Women's Studies: Directory of Institution Program Administrators, Contact Persons, Committees and Programs*, Winter, 1979-80, which offers extensive information on women's studies programs and courses offered in the University of Wisconsin System and is available free from Dr. Karen Merritt, 1654 Van Hise Hall, Office of Academic Affairs, UW-System Administration, Madison, WI 53706.)

The directory may serve as a model for other schools wishing to foster new lines of communication and increase collaboration among those concerned with feminist issues and research. The compilers also describe their information-collecting procedure, including a mailing list questionnaire survey. The free 33-page directory may be ordered from the Office of the Women's Studies Librarian-at-Large, University of Wisconsin System, 112A Memorial Library, 728 State St., Madison, WI 53706.

Women's Studies Courses Listed

The fall 1980 *Guide to Women's Studies Courses in New York City*, compiled by the New York City Commission on the Status of Women, describes women's studies programs at 21 institutions of higher learning in the city. Based on information supplied by the institutions, the guide gives brief descriptions of the programs, registration dates where possible, tuition costs, course listings with brief descriptions, enrollment limitations, credits given and class times. Copies of the free 35-page guide may be obtained from the New York City Commission on the Status of Women, 250 Broadway, Suite 1412, New York, NY 10007.

ON THE CAMPUS

Sexist Exam May Diminish Rehiring Possibilities for California Instructor

Part-time college instructor Robert Sedgwick, who gave an

unusual problem-solving exam to his business law class at DEANZA COLLEGE, (CA) now has a few problems of his own with which to contend. The exam involved a cast of problem-plagued characters including "Chastity Prudebody," "Cissy Sleazey," and a pet snake, named "Virginity," which had been lost. Considering the exam "one of my most creative efforts," Sedgwick was surprised by an irate student's complaint to the Santa Clara County Commission on the Status of Women, as a result of which he may not be rehired as an instructor. The part-time instructor, who works as a behavioral therapist at the Schick Center in San Jose, defended his effort as "trying to create some humor in the class—something I did to make the class more interesting." After learning of the woman student's complaint, Sedgwick reportedly apologized to the class. Sedgwick was not scheduled to teach for the semester following the incident.

Choosing Fields:
Business: Yes, Education: No

The twelve-year period from 1966 to 1978 saw a fourfold increase—from 204,000 to 819,000—in the number of women students majoring in business, according to a recently released Census Bureau report. The same time period witnessed a decline in women education majors from 760,000 to 601,000. While the traditional spheres of education, health, English, liberal arts and humanities continue to be dominated by women, "considerable gains" have been made in engineering and in the biological and health sciences during the twelve-year period. Educators ascribe the phenomenon to two factors: the impetus given by the women's movement to the opening up of new career opportunities, and an improved job market in the areas of science and the technologies, business, and engineering.

These indications of a slow but steady shift away from traditional women's fields are buttressed by the findings of the recent College Board survey of almost one million high school seniors taking the Scholastic Aptitude Test (SAT) last fall. The study, *College-Bound Seniors, 1980*, found that women were planning to enter fields traditionally dominated by males at such a rate that the numbers of women may be expected to equal the numbers of men in these fields sooner than had been anticipated. The number of women planning on a business career exceeded that of men—18.8 percent as compared to 18.5 percent, the percentage of women more than tripling since 1973. Women's interest in seeking graduate degrees has grown faster than that of men, increasing 9 percent as compared to a 4 percent increase for men in the past seven years. Nonetheless, only 39 percent of women plan to pursue graduate degrees as compared with 46 percent of men. Although men still dominate in engineering (20.4 percent of those surveyed indicating their intention to enter that field), the number of women planning to pursue engineering careers has risen from zero in 1973 to approximately 3 percent in 1980.

Finally, the survey revealed sharp decreases—from 15 percent to 9 percent and 7.8 percent respectively in the number of women intending to follow the traditionally female fields of education and social sciences. Single copies of the Census Bureau report, entitled *Major Field of College Students: October 1978* (Series P 20, No. 351), may be obtained by sending $3.50 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Copies of *College-Bound Seniors, 1980* are free from College Board Publications, Box 2815, Princeton, NJ 08541.

Higher by Degrees

The number of first professional degrees earned by women increased ten-fold during the 1969-79 decade, according to a new report by the National Center for Education Statistics. Fields such as medicine, law and dentistry showed a rise in number of degrees awarded to women from 1,612 in 1968 to 16,313 at the end of 1979. College degrees of all types earned by women during the same decade saw a 56.4 percent boost, in contrast to only a 20.3 percent rise for men. Although more degrees were awarded to men than women during this period, the percent awarded to men dropped 2.4 percent, while those to women increased by 1.7 percent. Single copies of *Earned Degrees Conferred* are available free from the Statistical Information Office, National Center for Education Statistics, 400 Maryland Ave., SW, Presidential Bldg., Washington, DC 20202.

Graduate Enrollment:
Up for Women, Despite General Decrease

Engineering is the only field of study which did not see a decrease in the number of first year graduate students enrolled, according to the annual survey of graduate enrollment by the Graduate Records Board and the Council of Graduate Schools in the United States. In contrast to a 1.4 percent drop in male enrollment, enrollment of women in graduate schools rose 3.8 percent in the past year.

Women Med Students on Par with Men

Women students' medical school performance equals that of their male counterparts, according to studies at two universities. A series of academic measures of the 1972-74 entering classes at the UNIVERSITY OF MISSOURI-Kansas City School of Medicine revealed that women did as well as men in all achievement areas except Part 1 of the national medical boards, a basic science examination all medical students must take. Louise Arnold, director of research in medical education at the university believes the lower scores to be based on "fundamental personality characteristics" of the women rather than lack of knowledge, but has not been able to trace the specific characteristics effecting this outcome.

Somewhat different achievement measures in a study at the UNIVERSITY OF NORTH CAROLINA School of Medicine supported the conclusion that academic performance of male and female medical students is virtually identical.

A third study, at the UNIVERSITY OF TEXAS Medical Branch in Galveston showed no difference in personality characteristics of women entering medical school before or after the 1972 Title IX amendments prohibiting sex-based discrimination in federally-funded institutions. Bright, happy, outgoing, well-educated and socially liberal were typical descriptions of women medical students across the ten year (1969-79) span of the study. Mary France Schottstaedt, who co-authored the study with Patricia Blakeney, stated that the study shows that "if society had been tolerant or supportive of women going into medicine, they would have been there 10 or even 20 years ago."

Newell to Head Florida State University System

Barbara W. Newell has been appointed Chancellor of the UNIVERSITY SYSTEM OF FLORIDA. Newell, Ambassador and Permanent Representative to UNESCO, was formerly president of WELLESLEY COLLEGE (MA). She is the first woman to head a state university system.

Women's College Coalition Elects New Chair

Dorothy Ann Kelly has recently been elected chairperson of the Women's College Coalition. Kelly, president of the COLLEGE OF NEW ROCHELLE (NY) since 1972, succeeds GOUCHER COLLEGE (MD) president Rhoda M. Dorsey as head of the Coalition, which represents 70 women's colleges across the country, and serves as both advocate for and information resource on women's colleges.

Wisconsin Women:
Their Role in Higher Education

University Women, a series of three monographs published by the University of Wisconsin System, assesses the role played by women in the development of public higher education in Wisconsin. Not so much conventional history as a compilation of essays, impressions, and sketches of the immediate and distant pasts, the anthologies give a female perspective on Wisconsin postsec-

ondary education from the Civil War period to the present. Volume I: *They Came to Learn, They Came to Teach, They Came to Stay* (130 pp.) covers the beginnings of the co-education movement in Wisconsin, heralds those women who pioneered in teaching in the university system, including women in industrial education and the University Extension Center. Volume II: *Wisconsin Women, Graduate School, and the Professions* (152 pp.) portrays turn of the century beginnings of graduate work for women, followed by an anthology on women in science, engineering and art, in the schools of medicine, law, nursing, library science and music, as well as women in the home economics extension, in student government, and on the academic staff. The volume concludes with a section on university women and their professions today. Volume III: *Women Emerge in the Seventies* (154 pp.) addresses the politicization of women and the new concerns (such as curriculum, language, athletics, lifestyle and re-entry women). Volumes may be ordered singly at $3.50, or as a set at $10.50 from The University of Wisconsin System, Office of Women, 1802 Van Hise Hall, Madison, WI 53706. Checks should be made payable to the University of Wisconsin System.

Washington State:
Hope for Campus Child Care

The Council for Postsecondary Education of Washington state has recently completed a fact-finding study of campus child care services in community colleges, public four-year universities and colleges within the state in response to House Floor Resolution No. 80-154 of the state legislature. The study scheduled for submission to the state House of Representatives early in 1981, includes an analysis of current child care services, eligibility criteria, projected demand, current as well as alternative methods of funding, and finally, recommendations for a statewide policy on campus child care.

Continuing Education for Women:
An Evaluation of a Pioneer Program

A twenty-year retrospective, *Continuing Education for Women 1960-1980: Assessment and Evaluation*, describes the first continuing education program for women in the United States, begun at the UNIVERSITY OF MINNESOTA in 1960. This extensive 605-page document includes chapters on the conception and development of the Minnesota Plan, characteristics of current registrants, student evaluations of courses taught, registration statistics, analysis of archival data, follow-up questionnaire on the impact of the program and survey of comparison group, interviews with former and current participants, and a review of the general literature. The report may serve as a model for others wishing to assess continuing education programs on their campuses. A 30-page summary of the report as well as the full report are available at $1.75 and $15 respectively from University Measurement Services Center, University of Minnesota, 9 Clarence Ave., SE, Minneapolis, MN 55414.

Voc-Ed Reimbursement Program
in Michigan Helps Low-Income Women

Recently awarded an additional one-year grant for its Vocational Education Reimbursement Program for Special Populations, the Women's Center at LANSING COMMUNITY COLLEGE (MI) has funds to cover tuition for displaced homemakers, part-time homemakers/wage earners, single heads of households and nontraditional job trainees who take federally reimbursed vocational education courses. The funds were granted from the Michigan Department of Education Higher Education Management Services, Occupational Education Unit. For further information contact the Women's Resource Center, Lansing Community College, Room 208, Student Personnel Services Bldg., P.O. Box 40010, 419 N. Capitol Ave., Lansing, MI 48901, (517) 373-9970.

WOMEN IN SCIENCE

Beyond Freud:
Women Psychologists

A special issue of *Psychology of Women Quarterly*, "Eminent Women in Psychology: Models of Achievement," describes significant contributions to the field made by women. The pioneering efforts of Margaret F. Washburn in comparative psychology, Mary Whiton Calkins in experimental psychology, Mary Cover Jones in behavior modification, Karen Horney in feminine psychology and psychoanalysis, and Susan Gray in early intervention with low-income children are included, together with the biographies of other eminent women psychologists. A list of 30 questions about specific contributions, such as "Who introduced and popularized the term 'milieu therapy'?" (Answer: Else Frenkel-Brunswick), sheds light on the substantial but often unnoticed contributions of women psychologists.

Also included in the 144-page volume is an extensive bibliography of close to 100 sources of biographical and autobiographical material on women contributors to the field. The issue is intended to help both male and female teachers, counselors, therapists and researchers to better understand the female experience, and the barriers faced by professional women. Additionally, the volume should be of use as a supplementary text to introductory curriculum materials that omit the contributions of women to psychology.

Published through the efforts of Division 35 (The Psychology of Women) of the American Psychological Association, this tribute may be useful as a model for other professions. Copies may be ordered at $5 from Human Sciences Press, 72 Fifth Ave., New York, NY 10011.

Terra Incognita:
Women in Science

The authors of the recently published book, *Science, Sex, and Society*, describe their goal:

> to illustrate the web of interrelationships among science, people, and society; to demystify science; to illuminate the influence of science on women; to show that scientists are human and that some of them are women; to examine the challenges facing a woman who wishes to be a scientist, wife, and mother; and to encourage young women with talents to use those talents.

The book's basic assumption is that barriers to woman entering science professions can be overcome by providing:

- experience in using tools and machines and in problem solving;
- role models and information on the contributions of women in science;
- unbiased career counseling and support from peers with similar interests; and
- opportunities to evaluate their goals and life plans.

This book offers resource materials relevant to each of the above means of encouraging women to pursue careers in science. It contains articles on such issues as overcoming contemporary barriers, societal bias in science, multiple roles, career options and lifestyles, with bibliographies on becoming a scientist, status and rewards, the nature of women, the nature of science, multiple roles, career choice resources. Specific information is also included on scholarships and financial aid, fellowships for graduate study, professional organizations and women's caucuses. Authored by Ann E. Kammer, Cherlyn S. Granrose and Jan B. Sloan, the 569-page volume is available at $15.75 prepaid or with purchase order from Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160. Checks should be made payable to Education Development Center.

Wanted:
More Women in Science

Women and Science: An Information Packet, compiled by Jean Marzone, is a collection of reprinted articles and lists of resources on such topics as elementary/secondary science education for girls, science as a career choice, and women as scientists. The articles focus on women in mathematics, sciences such as chemistry, networking, and stimulating interest in and recruiting for science careers. Resources include annotated bibliographies on the historical perspective of women and science; science and elementary/secondary education; science and postsecondary education; science as a career choice; women as scientists; a list of organizations and programs concerned with women in science and mathematics; and materials developed under the Women's Educational Equity Act Program on curriculum and career information for women in science. The 57-page packet may be helpful not only to women considering science careers, but those in teaching and counseling positions who may encourage others in this direction. Direct inquiries to the Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202, Attn: John Fiegel.

A New Look at Science Careers

An audio-visual presentation on career opportunities in science and engineering, especially in regard to women, is available without cost to appropriate users who are willing to aid in evaluation of the usefulness and effectiveness of the project. The 60-minute presentation is accompanied by a printed text with a bibliography of source materials. Prepared by Betty Vetter of the Scientific Manpower Commission and funded by the National Science Foundation, the narrative is particularly pertinent to undergraduate women. Those interested in obtaining a set of materials should write for information to Betty Vetter, Executive Director, Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Available:
Science Resource for Women

Resources for Women in Science lists foundations and organizations of interest to women scientists and others seeking information about them. The twelve-part listing includes talent banks; rosters and professional organizations; job listings; career information on the biological sciences; other career information; sources of financial aid and internships; information on encouraging careers in science for women, minorities and the handicapped; statistics on women in science and job outlook; bibliographies, and women in science and the federal government. Single copies of the four-page listing are free with a self-addressed stamped envelope, from the Association for Women in Science Inc., 1346 Connecticut Ave., NW, Suite 1122, Washington, DC 20036. Bulk orders are also available at $.25 per copy.

WOMEN'S SPORTS

AIAW Loses Battle with NCAA

The National Collegiate Athletic Association (NCAA) voted in January 1981 to establish national women's championships in nine sports for Division I schools and three sports for all divisions. Thus, two organizations, NCAA and the Association of Intercollegiate Athletics for Women (AIAW) will be offering championships, both with different rules. Supporters of AIAW generally conceded that the NCAA plan will make it difficult for AIAW to retain control of women's programs.

Women will also be represented on NCAA's key governing boards. Women are guaranteed at least four of the 22 slots on the NCAA Council, six slots on the Division I Steering Committee, and three positions each on the Division II and III Committees. Men are guaranteed the same number on the divisional committees, with an additional number of openings to be filled by at-large voting.

Chancellor Signs Agreement on Sports Programs

OREGON STATE UNIVERSITY's recent agreement to implement a five-year plan establishing parity between men's and women's intercollegiate sports programs at the school has been approved by the state's chancellor of higher education, Roy E. Lieuallen. The 33-page agreement, described in the Fall 1980 issue of *On Campus with Women*, establishes formulas which will bring about an equalization of dollar allotments for budget items such as scholarships and travel.

Expansion Seen in College Sports Programs

A study by the National Collegiate Athletic Association recently revealed an increase in sports sponsored by colleges and universities. Contradicting numerous reports of athletic program cutbacks, the survey of 693 institutions showed that a drop of 238 men's sports programs was more than balanced by the addition of 369 new programs since academic year 1978-79. An even higher percentage of women's programs were added during the same period—664, as compared to 285 women's programs which were eliminated. A total of 316 institutions reported no change in the number of men's programs, while 189 reported no change in the number of programs for women.

Womens Sports Scholarship Guide

The new *1981 Women's Sports Foundation College Scholarship Guide*, a nationwide directory to over 10,000 women's athletic scholarships, is now available. The 12-page guide, the 6th annual edition, includes names and addresses of over 700 colleges and universities with athletic scholarships for women. Included are the sports in which scholarships are offered, the number and dollar amount of available scholarships, and a contact person. A quick reference suggests key questions for an applicant to consider regarding financial eligibility, legalities, competition conditions and academic climate. The guide may be ordered by sending $1 to cover postage and handling to the Women's Sports Foundation, 195 Moulton St., San Francisco, CA 94123.

New Women's Sports Films

The Women's Sports Foundation has also announced the availability of four new 16mm color films on women's sports. All four films encourage female sport participation, demonstrate the value of sport involvement and debunk myths surrounding women in sports. Requests for a *free loan* or possible library purchases of any of the films should be directed to the Women's Sports Foundation, 195 Moulton St., San Francisco, CA 94123. Please allow six weeks for delivery.

INTERNATIONAL

Third World Women and Education

"Women and Education in the Third World" is the special theme of the June 1980 *Comparative Education Review*. Twelve articles explore such topics as sex differences in labor market outcomes of education; maternal behavior, lack of time as an obstacle to women's education; and specific aspects of the education of women and girls in Chile, Tunisia, Malaysia and Togo. The extensive 36-page bibliography lists books, articles and unpublished material on history, status, process of education; access to education; achievement, aspirations, and attitudes, nonformal education, and the relation of women's education to development, social status, the family, the profession, and the work force. The special issue, published with the cooperation of The Ford Foundation, may be ordered at $6 for individuals, $9 for institutions from the University of Chicago Press, 11030 S. Langley Ave., Chicago IL 60628. Checks should be made payable to the University of Chicago Press.

Women in Print:
Women's Press in Western Europe

From *Kvinnobulletin* in Sweden to *Das Mulheres* in Portugal, publications about women in Western Europe have grown in extent and purpose since the burgeoning of the women's movement in the late 1960's. *ISIS International Bulletin 16: The Feminist Press in Western Europe* contains an annotated listing of these and other Western European publications about and by women which appear on a regular basis, as well as women's publishing houses and presses, women's bookshops and women's archives. Women's centers are included if they are information centers, or share space with bookshops. The listings and annotations are in English. The bulletin is also available in Spanish, as the *Boletin Internacional de ISIS, No. 3*. The 40-page document may be ordered from ISIS, Case Postale 301, CH-1227, Carouge/Geneva, Switzerland at $3 per copy plus $1.50 (airmail delivery) or $.75 (surface mail).

A Tribute to Women of the Americas

The publication of *Libro de Oro* (The Golden Book) on the 50th anniversary of the Inter American Commission of Women pays tribute to over 100 women of South and Central America, the United States and the Caribbean in recognition of their contribution to their nation's development. The brief, one-page biographical sketches are intended "to pay homage to the women who have made a difference," and, through them, to the legions of women whose unsung contributions have furthered the Women's Decade goals of equality, development, and peace. The biographies are in English, Spanish, or in both languages. Although the great majority of the women included are Hispanic, there are also biographies of women from Haiti, Barbados, Jamaica and the U.S. who have made significant contributions to their own countries' social and political reforms. The 159-page book may be ordered at $6 while the supplies last from Sales and Promotions, Department of Publications, General Secretariat, Organizations of American States, Washington, DC 20006.

FELLOWSHIPS, AWARDS, SCHOLARSHIPS

Research Program Seeks Scholars on Women and Work

The Center for the Study, Education and Advancement of Women, at UNIVERSITY OF CALIFORNIA, BERKELEY, under a Ford Foundation grant, has established a three-year research program to investigate "Women and their Work: Intersections of the Marketplace and the Household." To stimulate further research on women in both paid and unpaid work, and to disseminate the findings, the Center plans to combine humanities and social science approaches in studying the totality of women's lives, including the lives of minority women, heads of household and other working class women formerly neglected in the research sphere. Faculty, researchers and students from various disciplines—economics, literature, sociology, ethnic studies, psychology, women's studies, statistics and others— are participating in the project, which began in fall 1980 and supports studies and research projects, visiting fellows, lecturers, and distinguished scholars, scholarly colloquia and conferences, and the publication of papers and monographs. Also contemplated are a new edition of the *Directory of Feminist Research* to include studies developed under the auspices of the program, the development of special annotated bibliographies and other resource materials for use by academic departments, and the expansion of the holdings and research referral capacity of the Women's Center Library.

Information on the selection of visiting fellows, scholars, or lecturers, and about other aspects of the program, is available from the Center, which is also seeking information on scholars engaged in research in the general area of women and their work. Resumes should be sent with cover letter to Margaret B. Wilkerson, Director, or Gloria Bradley-Sapp, Research Program Coordinator, at CSEAW-Women's Center, Room 112, Building T-9, University of California, Berkeley, CA 94720.

Helping Women Apply for Awards

Questions Women Most Often Ask About National Institute of Mental Health Research Grants provides succinct answers to help familiarize women researchers with the Institute's submission and review procedures. The seven-page brochure is part of an active outreach program initiated in the early 1970's when women submitted only 9 percent of all grant applications received by the Institute. Among other information, this 1979 revision lists eligibility requirements (affiliation with university, college, research institute, hospital, or other non-profit organization), information about review committees and grant processing, data on likelihood of being funded, description of the Small Grant Program for less experienced investigators and sources for additional information. Requests for the free brochure should be addressed to Publications Clearing House, Room 11A21, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.

Woodrow Wilson Center Looks for Women

Another institution encouraging applications from qualified women is The Woodrow Wilson Center for Scholars. Anne Firor Scott, trustee, in a letter to Bernice R. Sandler (Director, PSEW) stated "We are anxious to encourage far more applications from qualified women than we now receive." Located in the castle building of the Smithsonian Institution in Washington (DC), the Center awards residential fellowships for advanced study in six areas: history, culture and society; American society and politics; The Kennan Institute for Advanced Russian Studies; The Latin American Program; East Asia Program; and the International Security Studies Program. Applications are welcomed from all countries and a wide variety of backgrounds (e.g., academia, journalism, government, labor, business and the professions). For academic participants, some major publication beyond the doctoral dissertation is expected; those from other backgrounds should have a commensurate degree of maturity and professional achievement. Stipends allow each of the 40 fellows to meet his or her income rate for the preceding year. Appointments to the program extend from four months to a year. Applications and supporting materials are due by October 1 for appointments which normally begin in the early summer of the fellowship year. For information on application procedures, inquiries should be directed

Dates Announced for 1981 Summer Institute in Administration

The sixth annual Summer Institute for Women in Higher Education Administration, co-sponsored by BRYN MAWR COLLEGE (PA) and HERS, Mid-Atlantic, will be held on the campus of Bryn Mawr July 5 through July 30, 1981. The program offers intensive training in academic finance and budgeting, governance, personnel management and leadership skills, and administrative computer applications. The Institute is designed for professional women in higher education who wish to prepare themselves for further administrative responsibilities which require both the effective and creative use of existing talent and the acquisition of new skills. Tuition, room and board for the 1981 program is $2,100 plus a non-refundable application fee of $50. Over 90 percent of the past participants have been funded in part or whole by their home institutions. Applicants are encouraged to seek such sponsorship. For further information write Bryn Mawr College/HERS, Mid-Atlantic Summer Institute, Bryn Mawr College, Bryn Mawr, PA 19010.

to a particular study category and sent to the Fellowship Office/Room 321, Woodrow Wilson International Center for Scholars, Smithsonian Institution Bldg., Washington, DC 20560 (Cable: WILCEN).

RESOURCES

Counseling for Sex Equity

Despite shifting demographics (the median age of college student is moving toward age 30, women students are now more than half the undergraduates) and extensive research demonstrating the need for new approaches, changes in educational policy often develop slowly. *Adult Counseling for Sex Equity in Post-Secondary Education* examines some of the key problems and concerns which women have brought into the educational arena and discusses equity counseling for these women from the perspectives of the institution as a whole, the admissions director, the student personnel worker and the women students themselves. Citing numerous studies and describing model programs, the monograph also briefly describes both legislation and workshops promoting sex equity, and concludes with an eight-page bibliography. The 59-page booklet is available free from Women's Educational Equity Act Program, 400 6th St., SW, Room 1105, Donahoe Bldg., Washington, DC 20202, Attn: Leslie Wolfe.

NIE Colloquia on Sex Equity Research

Summaries of principal presentations given at the 1979 Women's Educational Equity Colloquia, sponsored by the Social Processes/Women's Research Team of the National Institute of Education (NIE), are collected in an oversize four-page listing originally published in *Comment*. Offered with the hope of facilitating the exchange of information between researchers and activists interested in sex equity, the colloquia included such topics as a theoretical model of sex discrimination in education, sex bias in research, women and science, sex and race inequities in classrooms, policy and research needs, training opportunities for women in the work force, and male role stereotypes. Susan Klein, who originated and organized the colloquia, has recently compiled a booklet containing abstracts of selected sex equity projects and publications. The booklet, as well as the *Comment* reprint, may be ordered by sending a self-addressed label marked "Sex Equity Booklet" to Susan Klein, Colloquia Summaries, NIE, BRN 821, 1200 19th St., NW, Washington, DC 20208. Please note in your inquiry if you wish to have your name included on the Women's Research Team mailing list.

Eliminating Sex Bias in Testing

What To Do About Sex Bias in Testing, by Carol Kehr Tittle, briefly reviews three types of tests—aptitude, achievement and career interest—and shows how to use each in a sex-fair manner. A precis of a larger work by the same author (*Sex Bias in Testing: A Review with Policy Recommendations*), the 19-page booklet will be of special interest to teachers, principals, counselors, vocational education sex equity coordinators, Title IX coordinators and others whose concern is the sex-fairness of tests used in schools. Emphasizing the establishment of procedures to review tests for sex bias and the provision of supplementary activities to insure sex-fair use of tests, the recommendations are of particular significance in helping schools comply with Title IX regulations which require the elimination of sex bias in the use of appraisal and counseling materials. Copies may be ordered while supplies last from Women's Educational Equity Act Program, 400 Maryland Ave., SW, Room 1105, Donahoe Bldg., Washington, DC 20202, Attn: Leslie Wolfe.

Radcliffe Center Resources on Women

Serving as a repository for social science data about women's lives, a resource for researchers, a sponsor of research on women and social change, and a dissemination point for information on new research techniques and findings, the Henry A. Murray Research Center of RADCLIFFE COLLEGE (MA) has developed archives which make it a clearinghouse of information on extant data on women, social change and other topics. While such information was previously disseminated through an informal network of researchers in relevant fields, the center now plans to formalize these functions by means of a periodic newsletter to interested individuals and research organizations. It has also developed postdoctoral fellowship and dissertation research programs, workshops to introduce users to the resources and procedures of the center, and conferences to disseminate information on new research techniques and findings. *A Guide to the Data Resources of the Henry A. Murray Research Center of Radcliffe College* lists current information on the center's data resources, denoting data which has been fully acquired and documented, data still in the process of documentation, or still in the process of acquisition. Focus of study, original investigators, samples and measures used are listed for each data set, with sets cross-referenced by categories and original investigator. The current 89-page revision (May 1979) may be obtained free from the Henry A. Murray Research Center of Radcliffe College, 77 Brattle St., Cambridge, MA 02138.

Women's Life Cycles

Scholars from a dozen disciplines illuminate some 41 areas of women's adult development, with analyses of changes needed in public policy to respond to women's changing lives. *Women's Lives: New Theory, Research and Policy* explores the lives of contemporary women, from working mothers with infants to mid-life career change, from sex-based wage differentials to policy-making in the housing area. Of particular interest to those in academe is a section entitled "Patterns and Problems in Women's Education." The 455-page book, published by the UNIVERSITY OF MICHIGAN's Center for Continuing Education for Women, may be ordered at $6 (plus 4 percent sales tax for Michigan residents) from the Center for Continuing Education of Women, 330 Thompson St., Ann Arbor, MI 48109. All orders must be prepaid with checks made payable to the University of Michigan.

The Male Mystique:
Exacting a High Toll on Men

Launching a new series of occasional papers on significant sex equity issues in education, *Ties that Bind*, published by the Project on Equal Education Rights (PEER), examines the price men pay in pursuing the male mystique. The four-page article sketches the constraints males face in their initial schooling, in athletics, in traditional relationships between the sexes, and in their positions as breadwinner and father. The author, Robin Gordon, suggests ways in which educators can help students of both sexes break away from stereotyped images and expand their concepts of what it means to be a man or a woman. A brief listing of resources for change is appended. Single copies may be ordered at $1 ($.75 per copy for multiple copies) plus a $.50 handling charge per order from PEER, 1112 13th St., NW, Washington, DC 20005. Check or money order should be made payable to PEER.

Sourcebook on Media and Women

The *Syllabus Sourcebook on Media and Women*, edited by Dana Densmore, contains 68 course outlines on a variety of aspects of media and women, ranging from art to women's magazines. Twenty-nine of the courses fall under the heading of general media and women; the next largest category, with eight course listings, is that of women and film. Readings, bibliographies and, in some cases, other resources are included in course outlines. Listing is alphabetical by subject matter and also by teacher or author of the course proposal. Schools offering the courses are also listed. A copy may be obtained by sending $5.50 to the Women's Institute for Freedom of the Press, Publisher, 3306 Ross Pl., NW, Washington, DC 20008.

(Continued on page 16)

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project on the status and education of **women**

ASSOCIATION OF AMERICAN COLLEGES
1818 R Street, NW, Washington, DC 20009

Health Equity Project

Health Services & Title IX

This paper was written by the Health Equity Project (HEP), a Women's Educational Equity Act-funded project on Title IX and health services for women and girls in schools and colleges. HEP is seeking first-hand information about health equity on campus. Send information, such as Title IX self evaluations, student health insurance policies and personal accounts of student health services to: Health Equity Project, Suite 403, 2000 P Street, NW, Washington, DC 20036.

Title IX of the 1972 Education Amendments prohibits sex discrimination in schools and colleges receiving federal financial assistance. Virtually all postsecondary institutions, as well as most elementary and secondary schools, receive Federal financial assistance and are therefore covered by Title IX's requirements for nondiscrimination.

Although the most visible Title IX issue has been sex discrimination in intercollegiate athletics, the law's prohibition against sex discrimination covers almost all aspects of education, including health services provided to students. The key section of Title IX states:

> *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.*

The regulation implementing Title IX's mandate went into effect in July of 1975.* This regulation contains numerous provisions relevant to health services. The regulation specifically states:

GENERAL PROHIBITIONS AGAINST DISCRIMINATION

- Except as provided elsewhere [in the regulation], no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient [institution] which receives or benefits from Federal financial assistance. . . . (Section 106.31(a))
- Except as provided [elsewhere in the regulation], in providing any aid, benefit, or service to a student, a recipient [institution] shall not, on the basis of sex:
  - Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
  - Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
  - Deny any person any such aid, benefit or service;
  - Subject any person to separate or different rules of behavior, sanctions, or other treatment;
  - Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
  - Otherwise limit any person in the enjoyment of any right, privilege, advantage or opportunity. (Section 106.31(b))

ACCESS TO COURSES

- A recipient [institution] shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, . . . home economics, . . . and adult education courses. . . .
  - This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact. . . .
  - Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls. (Section 106.34)

HEALTH & INSURANCE BENEFITS & SERVICES

- In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient [institution] shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate [the standards set forth in the section of the regulation dealing with employment discrimination] if it were provided to employees of the recipient [institution]. This section [of the regulation] shall not prohibit a recipient [institution] from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient [institution] which provides full coverage health service shall provide gynecological care. (Section 106.39)

MARITAL OR PARENTAL STATUS

- A recipient [institution] shall not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex. (Section 106.40(a))

PREGNANCY AND RELATED CONDITIONS

- A recipient [institution] shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the stu-

*The section numbers of the regulation now begin with the number "106." They began with "86" before the Department of Education was created.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 and the Health Equity Project, Suite 403, 2000 P Street, NW, Washington, DC 20036.

dent requests voluntarily to participate in a separate portion of the program or activity of the recipient [institution].

- A recipient [institution] may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity, so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- A recipient [institution] which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided [above] shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.
- A recipient [institution] shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient [institution] administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.
- In the case of a recipient [institution] which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began. (Section 106.40(b))

SPORTS MEDICINE

- A recipient [institution] which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director [of the Office for Civil Rights] will consider, among other factors:
  - Provision of locker rooms, practice and competitive facilities [which may contain medical or training facilities];
  - Provision of medical and training facilities and services; ... (Section 106.41(c))

* * * * *

As described earlier under the description of health insurance benefits and services, the section of the Title IX regulation governing health and insurance benefits for *students* incorporates by reference the standards in the regulation for these benefits for *employees*. The employment section of the regulation:

- details standards for assuring that *fringe benefits* are not discriminatory. (Section 106.56)
- contains prohibitions against discrimination on the basis of *marital status, parental status or pregnancy* (and related conditions) similar to those included in the section pertaining to students. (Section 106.57)

Other relevant provisions of the Title IX regulation include:

- *voluntary affirmative action* by institutions. (The Title IX regulation allows institutions to "take voluntary affirmative action to overcome the effects of conditions which resulted in limited participation" by either sex.) (Section 106.3(b))
- *remedial action* "to overcome the effects" of discrimination which may be ordered by the government, following a finding of discrimination. (Section 106.3(a))
- the principle of *Federal supremacy* if there is a conflict with local or state laws, or with the rules or regulations of private organizations. (Section 106.6(b & c))
- a *religious exemption* for an "educational institution which is controlled by a religious organization to the extent application of [the regulation] would not be consistent with the religious tenets of such organization." (In order to receive this exemption, institutions must submit a written statement to the Office for Civil Rights, identifying the provisions of the regulation which conflict with a specific tenet of the religious organization.) (Section 106.12)
- *counseling and testing methods and materials* used by institutions. (The Title IX regulation prohibits counseling or guidance materials which treat students differently on the basis of sex.) (Section 106.36)

* * * * *

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American Association of State Colleges and Universities (AASCU)
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Association of Catholic Colleges and Universities (ACCU)
Association of Governing Boards of Universities and Colleges (AGB)
Council for the Advancement of Small Colleges (CASC)
College and University Personnel Association (CUPA)
National Association of College and University Attorneys (NACUA)
National Association of Independent Colleges and Universities (NAICU)

Project Acquires Sponsors

The Project on the Status and Education of Women of the Association of American Colleges is pleased to announce that several of the major educational associations in Washington are now "sponsors" of the Project. Their sponsorship will increase the Project's effectiveness by making its services and materials better known and more accessible to a wider group of institutions and university officials.

Sponsoring organizations include:

American Association for Higher Education (AAHE)
American Association of Community and Junior Colleges (AACJC)
American Association of State Colleges and Universities (AASCU)
American Council on Education (ACE)
Association of Catholic Colleges and Universities (ACCU)
Association of Governing Boards of Universities and Colleges (AGB)
Council for the Advancement of Small Colleges (CASC)
College and University Personnel Association (CUPA)
National Association of College and University Attorneys (NACUA)
National Association of Independent Colleges and Universities (NAICU)

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6. Leinhardt, G., Seewald, A.M., and Engel, M. Learning what's taught: Sex differences in instruction. *Journal of Educational Psychology* 71(4):432-439, 1979.
7. Fennema, E. and Sherman, J. Sex-related differences in mathematics achievement, spatial visualization, and affective factors. *American Educational Research Journal* 14:51-71, 1977.
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10. Cronbach, L.J. *Essentials of Psychological Testing* (Third Edition). NY: Harper and Row, 1970.
11. Ahastasi, A. *Psychological Testing* (Fourth Edition). NY: Macmillan, 1976.
12. Smith, I.M. *Spatial Ability*. London: University of London Press, 1964.
13. Sherman, J. *Sex-Related Cognitive Differences*. Springfield, Illinois: 1978.

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Statistics on Women

Where to Find BLS Statistics on Women was compiled by the Bureau of Labor Statistics to identify the particular publications in which specific data series may be found. The ten-page pamphlet lists publications on labor force status, employment and unemployment, earnings and hours of work, education, membership in labor organizations, occupational injuries and illnesses, and gives information on unpublished data such as tapes and unpublished tables. Information is given on how to obtain BLS publications, together with addresses and telephone listings for BLS offices. The pamphlet is available free while supplies last from the Bureau of Labor Statistics, Office of Publications, 441 G St., NW, Washington, DC 20212.

Women's Units Listed

A list of 69 organizations dealing with post secondary education which currently house women's projects or programs, was published in the September 2, 1980 issue of *The Chronicle of Higher Education*. Copies are available $1.25 while supplies last from The Chronicle of Higher Education, 1333 New Hampshire Ave., NW, Washington, DC 20036.

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 17,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. As an Associate you will not only receive all the Project's regular mailings, but also a Special Report only for Associates. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change. The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **Association of American Colleges.**

*The Project extends special thanks to all who have contributed to our efforts thus far.

YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project. I enclose my contribution of: ☐ $15 ☐ $25 ☐ $50 ☐ $100 ☐ Other $ _____

ON THE MOVE? WISH TO RECEIVE OUR MATERIALS?

Did you know that the Post Office does not forward third class mail? When your address changes *OCWW* cannot follow unless you give us notice. If you have moved recently, or wish to be on the Project's mailing list, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it would be helpful to us to know that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name _____

Title _____ Institutional Affiliation _____

Address _____ City _____ State _____ Zip _____

Area Code _____ Telephone _____

Other Affiliations, Activities, and/or Special Interests re. Women in Education _____

Check if this is: ☐ an address change or correction
Or if: ☐ new addition not currently on Project mailing list

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